

August 30, 2010

*15 DIVISION*

Spring | 10

# Educator Profile of Practice Linked to Student Achievement: A Comprehensive Model

Developed by the Rhode Island Innovation Consortium:

- Central Falls School District
- Central Falls Teachers' Union
- Cranston School District
- Cranston Teachers' Union
- Pawtucket School District
- Pawtucket Teachers' Alliance
- Providence School District
- Providence Teachers Union
- West Warwick School District
- West Warwick Teachers' Alliance
- Woonsocket School District
- Woonsocket Teachers' Guild
- Rhode Island Federation of Teachers
- Rhode Island Department of Education

---

[Type the company address]

---

*68  
16/14*

## **Table of Contents**

**Purpose of Evaluation**

**Overview**

**Components of Rhode Island Innovation Consortium Model**

**Multiple Measures of Professional Growth**

**Multiple Measures of Student Achievement**

**Observation Cycles for Professional Staff**

**Non-Tenured Staff Observation**

**Tenured Staff Observation**

**Observing Practice in Domain 4; Professional Responsibilities**

**Intensive Supervision and Intervention**

**Appendices and Forms**

## STATEMENT OF PURPOSE FOR EDUCATOR EVALUATION

The quality of teaching is recognized as one of the most significant factors in ensuring that students achieve at high levels. The primary purpose of a comprehensive educator evaluation system is improved teaching, leadership, and student achievement. To ensure that all students learn, a professional culture must exist in which all educators are engaged in activities designed to improve the quality of leadership and teaching, content knowledge and pedagogy. These activities need to build upon areas of strengths, and improve identified areas for growth.

The *Framework for Teaching* (FfT) and its respective Descriptors of Practice with Levels of Performance is identified as a research-based set of criteria for teaching practice. The *Framework* is founded on two significant priorities: cognitive engagement and constructivist teaching and learning. The FfT acknowledges the complexity of teaching and includes four domains that include planning and preparation, the classroom environment, instruction, and professional responsibilities. The components within these four domains align with and define the Rhode Island Professional Teaching Standards (RIPTS), and provide descriptors of practice for those standards against which professional practice can be assessed. The use of such criteria ensures that assessments of educator practice are based upon valid criteria that have been shown to improve student achievement. The use of a range of student achievement data will aid in the assessment of an educator's effectiveness, and when used with the FfT criteria and RIPTS, will validate the assessment of an educator's practice. On-going quality training for evaluators and educators will ensure that the evaluation system will be implemented fairly and reliably and fully adhere to the Rhode Island Department of Education Evaluation System Standards (RIESS).

The *Framework for School Leaders* (FSL) and its respective Descriptors of Practice and levels of Performance is based upon the national Interstate Leadership Licensure Consortium (ISLLC) and aligned to the Rhode Island Standards for Educational Leadership. The use of such standards and measures of performance ensures that assessments of school leaders' practice are based upon valid criterion. The use of a range of student achievement data will aid in the assessment of a school leader's effectiveness, and when used with the FSL criteria, will validate the assessment of a school leader's practice. On-going quality training for evaluators and school leaders will ensure that the evaluation system will be implemented fairly and reliably and fully adhere to the Rhode Island Department of Education Evaluation System Standards (RIESS).

The objective of formative assessment is to improve professional practice. This is best achieved when professionals take ownership of their learning goals that are established through thoughtful self-assessment, personal reflection on teaching and leadership practices, and specific feedback from peers, parents, students, and supervisors, based upon the selected standards of teaching and leadership.

The objective of summative evaluation is to provide a comprehensive assessment of a professional educator's practice which validates professional growth and competence, provides public assurance of educator effectiveness, and provides objective, evidence-based judgments about professional practice. A comprehensive evaluation system

includes both formative assessment and summative evaluation methods in order to ensure the use of multiple measures of professional growth.

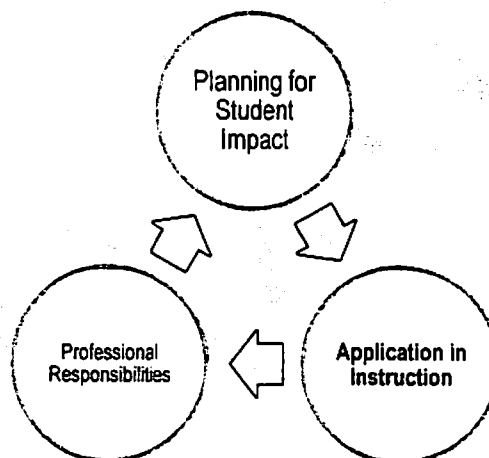


## **Educator Profile of Practice Linked to Student Achievement: A Comprehensive Model of Educator Evaluation**

### Overview

The Rhode Island Innovation Consortium (RIIC) Comprehensive Educator Evaluation Model is designed to address both purposes of educator evaluation: professional growth to improve practice, and quality assurance (Danielson & McGreal, 2000).

In this comprehensive model, an educator's practice and its impact on student learning is reviewed, and evaluated yearly, over a three-year period of time. Each year an educators' practice is observed and evaluated against the standards of practice, and student achievement data is analyzed. The measures of these two evaluations (the observation of practice and analysis of achievement data) is used to determine the effectiveness of his/her practice. In addition, each year of the three year period has a specific area of focus on which the educator will focus professional growth and provide additional evidence to demonstrate continued improvement. Those focus areas are: 1) Planning for Student Impact, 2) Application In Instruction, and 3) Professional Responsibilities.



*Three-year evaluation cycle areas of focus*

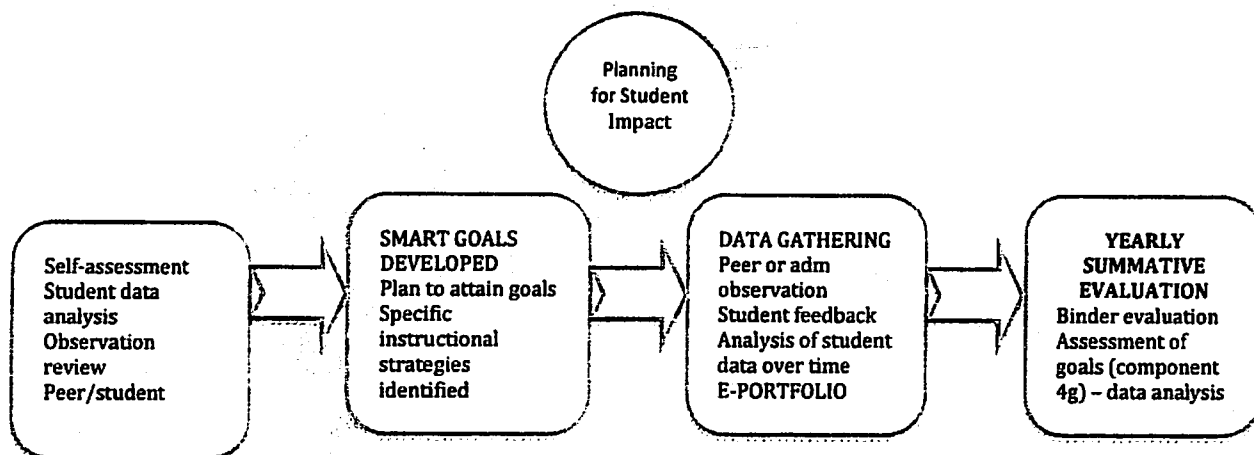
The model promotes a culture that supports professional growth. During each focus year the educator will engage in a process of self-assessment, goal setting, and professional development planning related to the specific area of focus. Formative assessment practices such as, but not limited to: certified, expert peer and evaluator observations, self-assessment, coaching, mentoring, and student assessments will provide support to professional growth processes.

This model is intricately linked to student achievement. During each year student achievement data, both state student assessments and local student assessments, will be analyzed as part of the goal-setting process. Specific data will be selected to measure student growth over time during the yearly evaluation period, and to provide validation that the educator's goals have impacted student learning, and thus have been attained.

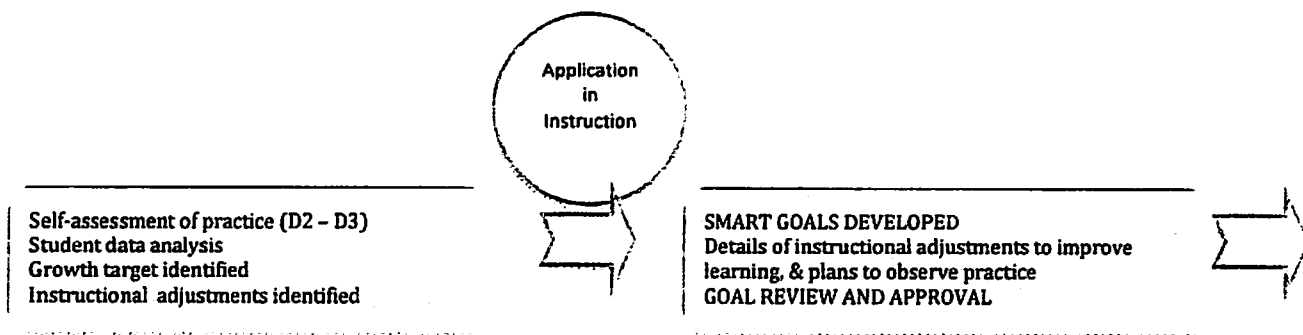
To further this connection to professional growth and student achievement, educators will connect their professional growth goals to specific instructional strategies that they will identify and incorporate into their daily practice. The strategies will target student needs related to the achievement data, self-assessment of practice, and any school-wide goals for improved student achievement. During the Application In Instruction year, activities may include, but are not limited to formal and informal observations by certified, expert peers and evaluators who will provide the educator with feedback on the degree to which the targeted instructional strategies are being implemented in the classroom, and the students' learning in response to those strategies. An educator could also include observations of practice as part of any yearly goal setting process as a method to receive formative feedback related to his/her instructional adjustments.

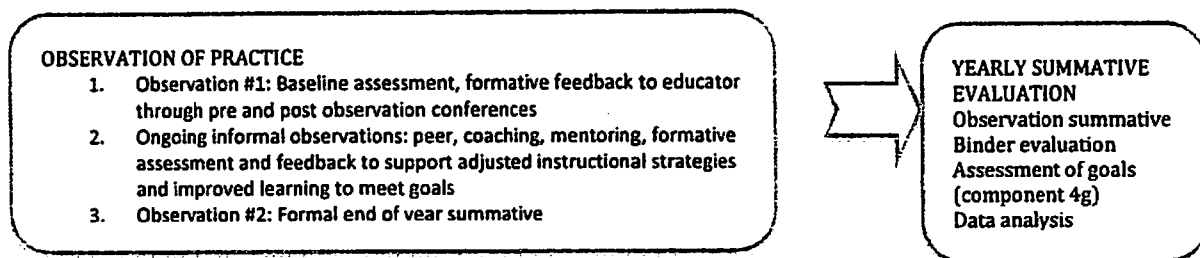
In accordance with Rhode Island Department of Education (RIDE) regulations, an educator will receive a summative evaluation of his/her practice (relative to the specific area of yearly focus) at the conclusion of each year. This yearly summative rating of an educator's practice will provide the 49% score for the multiple measures of educator evaluation. This score will be combined with the 51% of the RIDE assessment of student measures to determine the overall rating of educator effectiveness.

### ***Focusing on Planning for Student Impact - flowchart***

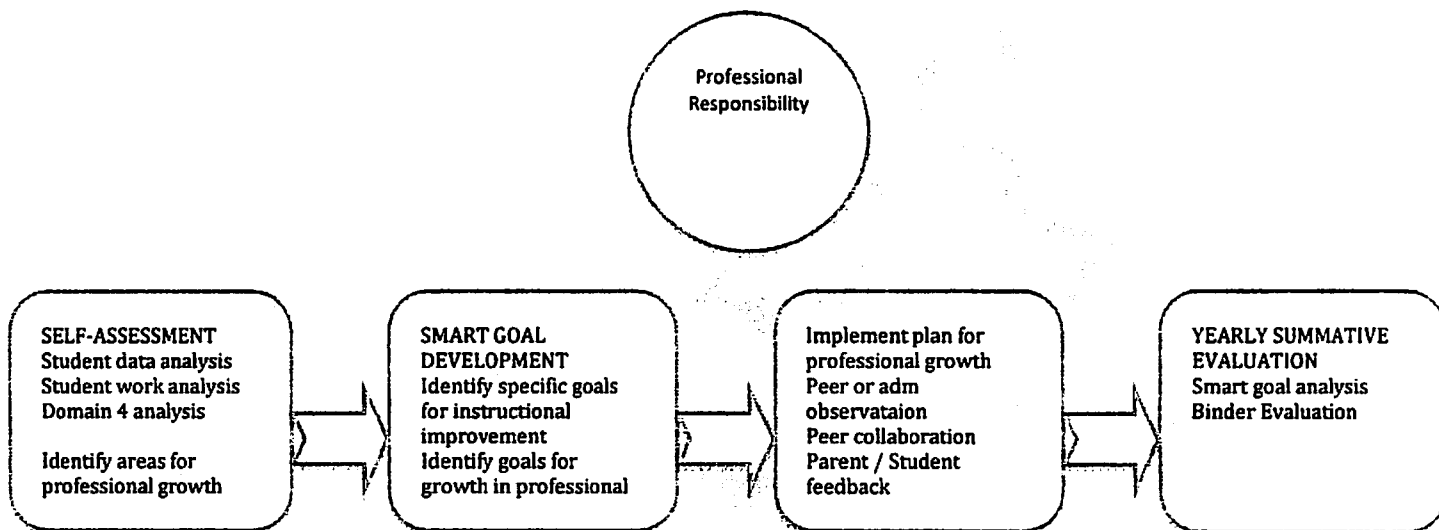


### ***Focus on Application In Instruction - flowchart***





### ***Focus on Professional Responsibility - flowchart***



## **Components of the Model**

### **Standards-Based Criteria to Assess Professional Practice (appendix )**

The Educator Profile of Practice Linked to Student Achievement Model uses the *Framework for Teaching* (Danielson, ASCD, 2007) and the *Framework for School Leaders* (Hessel & Holloway, ETS, 2002) as criteria against which effective teaching and leadership will be assessed and professional goals developed. The *Framework for Teaching*, the *Framework for School Leaders* and their respective Descriptors of Practice with Levels of Performance are identified as a research-based set of criteria for teaching and leadership practice.

The most current research out of Cincinnati has found a direct correlation between teaching practice that is scored at the effective and highly effective level, as described in the FfT, and positive gains in student achievement (Tyler & Kane, 2010). Additionally, the teaching criteria are aligned to the RIPTS and RIESS, adopted by the Rhode Island Board of Regents in 2009 to ensure that educator effectiveness is measured against research based standards of practice expected of all RI educators. The Levels of Performance have been revised to include the terminology established by the state of ineffective, minimally effective, effective, and highly effective. The incorporation of research-based standards of practice further ensures that this model meets RIESS criteria.

Likewise, the criteria for school leaders are aligned to the Standards for Educational Leadership in Rhode Island, adopted in December 2008 to ensure that Rhode Island school leaders are held to high standards that articulate the knowledge, skills and dispositions necessary to be an effective school leader. In addition to an evaluation of leadership effectiveness against the Standards for Educational Leadership in Rhode Island, criteria is included to assess all evaluators on their effectiveness in:

- Observing practice objectively against FfT criteria
- Interpreting evidence to determine accurate levels of effective practice
- Providing instructive feedback through collaborative conversations to promote professional growth

### **Differentiated Model of Supervision and Evaluation**

In accordance with legislated statutes, the negotiated agreements between the local school districts and their respective union affiliates, the model recognizes and differentiates procedures and practices for non-tenured/first year, tenured professional educators and educators identified in need of intensive supervision. Procedures developed are intended to follow the intent and timelines of current locally negotiated agreements and state statutes as applicable.

Non-tenured educators and first year administrators will participate in a minimum of two formal observation cycles each year for the duration of the probationary period regardless of the area of focus.

### **Multiple Measures of Professional Growth**

The model is designed to be fair and credible. As such, multiple measures of educator performance in the domains are necessary to ensure consistency and accuracy of



evaluations. The evaluation components that are aligned with the (Rhode Island Professional Teaching Standards) RIPTS and the Rhode Island Leadership Standards include:

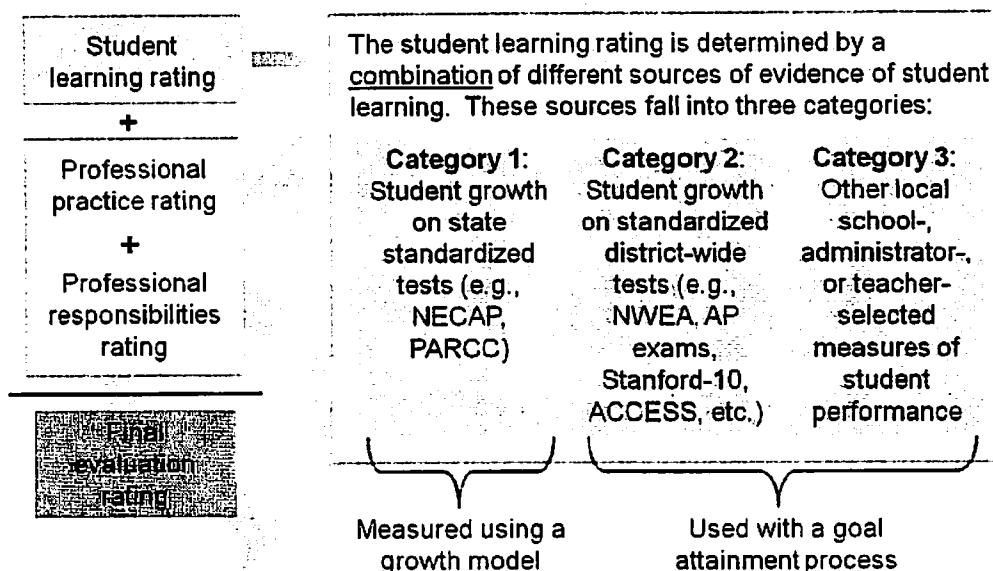
- Impact on student learning (student growth and academic achievement);
- Educator professional practice: and
- Demonstration of professional responsibilities and content knowledge

Professional development will be linked to SMART goals, and areas of growth identified through the feedback processes included in the model.

**Multiple Measures of Student Achievement [this area will include the final decision around teacher and administrator expectations as determined by RIDE]**

Multiple measures of student achievement, based on the Rhode Island Department of Education (RIDE) Model, will be linked to educator performance. Acceptable measures of student achievement include the following:

- Student growth on state standardized tests (e.g., NECAP, PARCC)
- Student growth on standardized district-wide tests (e.g., NWEA, AP exams, Stanford-10, ACCESS, etc.)
- Other local school-, administrator-, or educator-selected measures of student performance

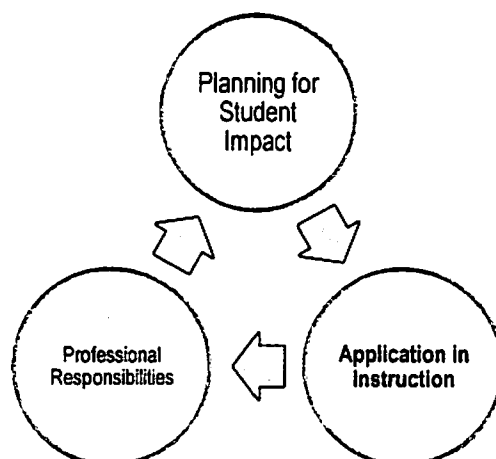


**Three-Year Evaluation Cycle Areas of Focus**

The Educator Profile of Practice Linked to Student Achievement model promotes both formative assessment and summative evaluation of an educator's practice over a 3-year period during which an evaluation is completed each year. The annual evaluation makes up 49% of the overall rating of teacher effectiveness. The remaining 51% of the annual evaluation is attributed to student achievement using multiple measures. The model is designed to include three inter-related Focus Areas: Planning for Student Impact; Application In Instruction, and Professional Responsibilities that incorporate both

formative assessment and summative evaluation and that link to student achievement data.

### ***Three Focus Areas***



#### **PLANNING FOR STUDENT IMPACT**

In this year, the evaluation includes a focus on Planning (Domain 1 of FfT and Standard 1 of FSL). The evaluation will be based on growth in Domain 1 and the degree to which the professional educator has attained the established SMART goals. The SMART Goals will detail how instruction will change to improve student learning. Through observation by and collaboration with certified, expert peers, mentors, coaches, evaluators, etc., and feedback from peers and students, the professional educator will compile an E-portfolio to demonstrate both professional growth and student growth.

The following formative activities will be included in the PLANNING year:

- Self-assess practice using the Descriptors of Practice for all Domains of the FfT and all Standards of the FSL (see pages ---)
- Analyze student data
- Establish targets for educator and student growth
- Set SMART goals (see pages ---).
- Observations by certified, expert peers and/or evaluators
- Reflect on SMART Goal progress

The summative evaluation during the Planning year will be conducted through the review of the e-portfolio containing the following:

- Analysis of the impact the formative activities had on teacher and student growth

#### **APPLICATION IN INSTRUCTION**

In this year, the professional educator will be evaluated on their Application In Instruction (Domains 2 & 3- FfT and Standards 2 & 3-FSL). The evaluator will assess the degree to which the targeted instructional strategies are impacting student learning and provide feedback to the educator. The evaluator will write a single summative assessment to reflect the growth in teacher practice over the course of the year and the degree to which the professional educator has attained the established SMART goals.

The following formative activities will be included in the APPLICATION year:

- Self-assess practice using the Descriptors of Practice for all Domains of the FfT and all Standards of the FSL
- Analyze student data
- Establish targets for teacher and student growth
- Set SMART goals that detail how instruction will change to improve student learning
- Participate in the observation cycle

Professional educators will participate in at least two formal observation processes. Each will include:

- Pre-observations conferences
- Classroom observations or school observations for school leaders
- Post-observation/reflective conferences
- Informal observations by an evaluator

The summative evaluation during the Application in Instruction year will consist of:

- Analysis of the impact the formative activities had on educator and student growth as evidenced in the e-portfolio
- Analysis of the degree to which the targeted instructional strategies are impacting student learning
- Analysis of the educator's practice against the criteria through the observation process

The evaluator will write a single summative assessment to reflect the growth in educator practice over the course of the year and the degree to which the professional educator has attained the established SMART goals.

### PROFESSIONAL RESPONSIBILITIES

During this year the evaluation of the professional educator will include a focus on Professional Responsibilities (Domain 4-FfT and Standards 4, 5, 6-FSL) and the degree to which the professional educator has attained the established SMART goals. The SMART goals will detail how instruction will change to improve student learning. Feedback from the summative evaluation will be used to inform professional development selections and feedback from parents will be used to analyze effective teaching/leadership practices that meet student needs. The professional educator will compile an E-portfolio to support both professional growth and student growth.

The following formative activities will be included in the PROFESSIONAL RESPONSIBILITIES year:

- Self-assess their practice using the Descriptors of Practice in all Domains of the FfT and all Standards of the FSL

- Analyze student data
- Establish targets for teacher and student growth
- Set SMART goals
- Observations by certified, expert peers and/or evaluators
- Reflect on SMART Goals progress

The summative evaluation during the Professional Responsibilities year will be conducted through the review of the e-portfolio containing the following:

- Analysis of the impact the formative activities had on educator and student growth

#### SMART Goals (Appendices --- - ---)

SMART (Specific, Measureable, Attainable, Results oriented, Time bound) goals are used in strategic planning by businesses and government and are used in education to help improve student achievement. A SMART goal clarifies exactly what students should learn, the standard of learning expected, and the measures used to determine if students have achieved that standard. Each year educators will develop SMART goals based on information gathered from the self-assessment and the analysis of student data. Educators are expected to formulate a plan for attaining the SMART Goal(s) and will meet with an evaluator to review and approve the goal(s). One end-of year reflection will be written to synthesize the learning that has occurred for both the educator and the students. Each yearly summative evaluation will include an assessment of the SMART Goal(s) using Component 4g as the scoring guide.

#### E-Portfolio for Evaluation

Each year both non-tenured/first year, and tenured educators will participate in the development of SMART goals, which will be evaluated annually. The educator will develop an E-Portfolio that includes evidence of the educator's professional growth in the Domain(s) of focus and the relationship to student achievement. The evidence selected for the E-Portfolio should include an analysis of data that demonstrates both educator and student growth. For example, an analysis of student writing from the beginning, middle, and end of the school year could describe the growth students achieved in targeted writing skills. Additionally, an educator might analyze the difference between a self-assessment in FfT Domain 1f or FSL Standard 2d from the fall to the spring and include samples of educator-generated assessments that demonstrate growth in the development of assessments and the student work that resulted. The following table denotes required documentation as well as other optional measures for each Area of Focus.

<b>Planning for Student Impact</b>	<b>Application In Instruction</b>	<b>Professional Responsibilities</b>
<b>Formative Measures:</b> <ul style="list-style-type: none"> <li>• Analysis of student data*</li> <li>• Self-Assessment on all 4 Domains of the FfT* or all 6 Standards of the FSL*</li> <li>• SMART Goals*</li> <li>• Student feedback*</li> <li>• Administrative Observation</li> <li>• Coaching/Mentoring</li> <li>• Professional Learning</li> <li>• Parent feedback</li> </ul> <b>Summative Measures:</b> <ul style="list-style-type: none"> <li>• Evaluation of educators' Planning for Student Impact through documentation in E-portfolio and attainment of Smart Goals)* (Domain 1-FfT; Standard 1-FSL)</li> <li>• Expert peer or administrator observation*</li> <li>• IF non-tenured/first year administrator, 2 formal observation cycles*</li> </ul>	<b>Formative Measures:</b> <ul style="list-style-type: none"> <li>• Analysis of student data*</li> <li>• Self-Assessment on all 4 Domains of the FfT*</li> <li>• SMART Goals*</li> <li>• Peer Observation</li> <li>• Coaching/Mentoring</li> <li>• Professional Learning</li> <li>• Student feedback</li> <li>• Parent feedback</li> </ul> <b>Summative Measures:</b> <ul style="list-style-type: none"> <li>• Two formal observation cycles conducted by supervising administrator*</li> <li>• Evaluation of educators' Application in Instruction through formal observation cycles and documentation in E-portfolio and attainment of Smart Goals (Domains 2 &amp; 3-FfT; Standards 2 &amp; 3- FSL)*</li> </ul>	<b>Formative Measures:</b> <ul style="list-style-type: none"> <li>• Analysis of student data*</li> <li>• Self-Assessment on all 4 Domains of the FfT* or all 6 Standards of the FSL</li> <li>• SMART Goals*</li> <li>• Peer Collaboration*</li> <li>• Parent Feedback*</li> <li>• Professional Learning*</li> <li>• Administrative Observation</li> <li>• Coaching/Mentoring</li> <li>• Student feedback</li> </ul> <b>Summative Measures:</b> <ul style="list-style-type: none"> <li>• Evaluation of educators' Professional Responsibilities through documentation in E-portfolio and attainment of Smart Goals* (Domain 4-FfT; Standards 4, 5, 6-FSL)</li> <li>• Expert peer or administrator observation</li> <li>• IF non-tenured/first year administrator, 2 formal observation cycles*</li> </ul>

**\*Indicates requirements** [code for stuff that goes across and stuff that goes down]

The purpose of the e-portfolio is to provide tangible evidence of the educator's efforts to improve student achievement through improved professional practice. The e-portfolio should be a carefully constructed collection of artifacts that analyze the various factors that contributed to the improved teaching and learning and the attainment of the educator's SMART Goals. The district will develop a process for the review and evaluation of e-portfolios and will designate who is responsible for the annual evaluation of e-portfolios in the district, such as a Peer Review Panel. The educator will receive feedback on the e-portfolio for future professional development and new SMART Goals.

### **Incentives and Interventions NOT NECESSARY FOR YR 1 RIDE APPROVAL**

Each Focus Area of the evaluation process is designed to promote educator growth and student achievement through a different emphasis and in a differentiated manner. Additionally, each Focus Area requires educators be evaluated annually against the criteria of the *Framework for Teaching* or the *Framework for School Leaders*. This

evaluation model allows for certified, expert peer review panels and/or evaluators to determine support structures as well as incentives based on overall performance levels.

Educators who demonstrate *Effective* and *Highly Effective* performance may be eligible for consideration for leadership roles in the school such as:

- Peer Assistance and Review Consultant or Panel Member (PAR)
- Mentor
- Instructional Coach
- Model Classroom
- Professional Learning Community Facilitator
- Department/Team Leader
- Assessment Leader
- Other school or district based roles

A district that has determined, through the evaluation process, that an educator's performance is Highly Effective may establish a differentiated approach to the evaluation cycle in subsequent years. If a differentiated approach is established, the student performance of the highly effective educator will still be evaluated each year. In lieu of the Planning for Student Impact year, the highly effective educator may spend two years in Professional Responsibilities being assessed in the role of a peer evaluator, instructional coach, or other position of professional leadership in the district. All educators will participate in the Application in Instruction observation processes at least once every three years.

Conversely, educators who demonstrate *Minimally Effective* performance will be supported [intensive support?-RIDE expectations] through any of the following systems:

- Peer Assistance and Review (PAR)
- Mentor
- Instructional Coach
- Supervising Administrator
- Targeted Professional Development
- Classroom observations for formative feedback
- Other school or district interventions

A district that has determined, through the evaluation process, that an educator's performance is Minimally Effective or Ineffective, will not serve in a leadership role until such time that s/he is evaluated as Effective or Highly Effective. School leaders who are determined, through the evaluation process, that their performance is Minimally Effective or Ineffective, will be reassigned by the central office until such time that s/he is evaluated as Effective or Highly Effective.

Teachers or administrators who are assigned to a different position/grade level, etc. will be provided on-going support to grow in the new position.

Educators who demonstrate *Ineffective* performance will be put on an Intensive Assistance and Supervision Plan in accordance with negotiated agreements between the district and individual teacher unions (See Appendix page -----).

Educators who have been evaluated as Ineffective will be required to:

- Participate in structured interventions until performance has met the targeted level of performance
  - Included but not limited to:
    - Coaching
    - PAR
    - Mentoring
    - Direct supervision of practice
- Identify specific areas of instructional improvement relative to specific domains and components of the FfT/FSL criteria
- Develop specific timelines for improving practice to reach a targeted level of performance
- Engage in multiple informal and formal observations by supervisor, peer, coach, and/or mentor for the purpose of assessing improvement in practice
- Engage in professional development activities as agreed upon to meet the targeted area(s) of improvement
- Fulfill all requirement of the Intensive Assistance Plan until such time as it has been determined that the performance has achieved the targeted level of improvement.

#### District Responsibilities

In accordance with the RIDE Evaluation System Standards, school district leaders, in addition to their responsibilities related to the observation and evaluation of the professional educators in their schools, have the responsibility to ensure that structures, policies, protocols and supports are in place to support the comprehensive model of educator evaluation.

Consortium member districts will be responsible to do the following:

- Establish a district evaluation committee comprised of teachers, administrators, and para-educator support personnel as evaluated through the use of the comprehensive model.
- Ensure that structures are in place to allow the evaluation committee to meet regularly to carry out the committee's responsibilities.
- Ensure that infrastructure is adequate to support the evaluation committee's work
- Provide technical support related to the gathering and reporting of student achievement data used to assess student growth over time
- Provide technical support related to the development of e-portfolios
- Implement systems necessary to maintain data about teacher, classroom, and course evaluation that can be reported to RIDE
- Develop and present policy for adoption at the school district level to support this model including administrative procedures, roles, and responsibilities

- Establish processes for communicating the evaluation system to all personnel, including a handbook and on-going support for understanding the expectations of the model [e.g. annual orientations, mentoring, etc.]
- Provide training for all evaluators to ensure objective, accurate, and consistent judgments

#### Responsibilities of the district evaluation committee

- Establish processes for the development of performance goals for all groups within the district, such as departments, teams, schools, etc.
- Analyze student data to determine professional development priorities
- Create a comprehensive professional development plan based on an aggregate data gathered from annual educator evaluations
- Identify and acknowledge exemplary educators' practices in the district
- Ensure a team is in place to work with educators who have been rated as ineffective or minimally effective [e.g. PAR]
- Complete annual assessment of the evaluation system and adjust as appropriate

#### Peer Assistance and Review (PAR)



## **Appendices**

**Procedures for Observation Cycles for Non-tenured and Tenured Professional Educators**

**Procedures for Observation of Tenured - Professional Educators**

**Procedures for Intensive Assistance and Supervision**

**Procedures for the development of SMART Goals**

**Educator Goal Statement (page)**

**Educator Goal Progress / Reflection (page)**

**Professional Growth Plan Summary Report – form (page)**

**Pre-observation conference agenda (page)**

**Post-observation conference agenda (page)**

**Reflection questions for the teacher (page)**

**Lesson Plan Template (page)**

**Observation Summary (page )**

**Yearly Summative Evaluation (page )**

**Resources for Goal Development: SMART GOALS (pages )**

**Operational Definitions / Glossary (page )**

**Framework for Teaching - Element Level Rubrics; Evidence Recording forms**

**Framework for Teaching – Rubrics for Specialists**

**Standards for School Leaders**

## **Appendix A**

### **Procedures for Observation Cycles for Non-tenured and Tenured Professional Educators**

DRAFT

**Procedures for Observation Cycles for Non-tenured and Tenured Professional Educators**

**Responsibilities and Timelines**

<b>EDUCATOR RESPONSIBILITY</b>	<b>Date completed</b>	<b>EVALUATOR RESPONSIBILITY</b>	<b>Date completed</b>

## **Procedures for Observation Cycles for Non-tenured and Tenured Professional Educators**

### Observation of non-tenured Professional Educators

Non-tenured professional educators will participate in two complete *formal observation cycles* each year of probationary status. Probationary status will last for three years upon being hired by the district.

Each formal observation cycle will consist of a pre-observation conference, classroom observation of practice, and a post-observation/reflection conference. For non-tenured educators, a summative evaluation report will be filed at the end of each observation cycle.

To prepare for the pre-observation conferences, educators will submit a lesson plan containing information aligned with the *Framework for Teaching/RIPTS* components and elements, demonstrating their knowledge and competencies relative to lesson preparation and planning. Evaluators will facilitate a pre-conference following an established agenda to ensure all educators have equitable opportunities to discuss and explain instructional planning, intended delivery of instruction and assessment, and knowledge of students, including student growth & achievement. The agenda is provided to help educators prepare for the pre-observation conference. At the conclusion of the pre-observation conference the evaluator and educator will establish times and schedules for the classroom observations.

The classroom observation will be completed by the evaluator, during which he/she will observe practice, collect objective evidence of practice, and align the evidence to specific components and elements of the *Framework for Teaching/RIPTS*. The evaluator may identify questions to discuss with the educator during the post-observation conference. Within two days following the classroom observation the evaluator will share the evidence collection with the educator and schedule a post-observation conference to be held within ten (10) school days of the classroom observation.

The post-observation conference will be facilitated by the evaluator and will follow an established agenda. Reflection questions are provided to assist educators in preparing for the post-observation conference, as well as the agenda for the post-conference. During the post-conference the educator will discuss his/her reflection on the lesson's effectiveness and student learning, and the evaluator will seek answers to any questions that were identified during the observation. The educator and evaluator will review the collected evidence of the educator's practice together, including evidence of student growth and achievement / student work samples, and align the evidence with the *Framework for Teaching* rubrics by highlighting descriptors from the rubric that best fit the evidence collected. (The educator and evaluator may do this individually, and then compare alignment, or this may be done collaboratively). They will work to reach agreement on the evidence and level of performance to be used in the observation report, with the evaluator having final determination of the level of performance. The evidence and level of performance will be used to discuss areas of strength and areas for future growth.

In addition to the formal, announced observations of an educator's practice, the assessment of a non-tenured educator's practice will include a minimum of two informal, unannounced observations of practice completed prior to the yearly evaluation completion date.

Following the second post-observation conference and the completion of informal observations the evaluator will prepare a formal, summative Evaluation Report, which will be submitted to the educator for signature and comments, and filed in accordance with district procedures.

<b>Date</b>	<b>Action</b>	<b>Responsibility</b>
September 30	Notification of Formal Observation Cycle	Evaluator
October 15	Meet to Review SMART Goals and processes	Evaluator Educator
January 15	Completion of first Formal Observation Cycle	Evaluator Educator
April 15	Completion of second Formal Observation Cycle	Evaluator Educator
April 15	Completion of Informal Observations	Evaluator
April 30	Completion of Summative Evaluation	Evaluator
June 1	Completion of SMART Goals and E-portfolio	Evaluator Educator

***Observation timelines for probationary (non-tenured) professional staff***

NOTE: the observation cycle as explained does not prohibit evaluators from conducting informal observations throughout the three year evaluation cycle.

## Procedures for Observation of Tenured Professional Educators

Tenured professional educators will be observed during the Application In Instruction evaluation cycle. In each year tenured educators will participate in the development and completion of SMART Goals aligned with the procedures and priorities of the Planning for Student Impact and Professional Responsibilities areas of focus as appropriate.

During the Application In Instruction year tenured educators will participate in two complete *observation cycles*. Each observation cycle will consist of a pre-observation conference, classroom observation of practice, and a post-observation conference. One summative evaluation report will be filed at the end of year, summarizing the observed growth and results of each formal observation cycle.

To prepare for the pre-observation conference, educators will submit a lesson plan containing information aligned with the *Framework for Teaching/RIPTS* components and elements, demonstrating their knowledge and competencies relative to lesson preparation and planning. Evaluators will facilitate a pre-conference following an established agenda to ensure all educators have equitable opportunities to discuss and explain instructional planning, intended delivery of instruction and assessment, knowledge of students, and knowledge of student growth and achievement. The agenda is provided to help educators prepare for the pre-observation conference. At the conclusion of the pre-observation conference the evaluator and educator will establish times and schedules for the classroom observations.

The classroom observations will be completed by the evaluator, during which he/she will observe practice, collect objective evidence of practice, and align the evidence to specific components and elements of the *Framework for Teaching*. The evaluator may identify questions to discuss with the educator during the post-observation conference. Within two days following the classroom observation the evaluator will share the evidence collection with the educator and schedule a post-observation conference to be held within ten (10) school days of the classroom observation.

The post-observation conference will be facilitated by the evaluator and will follow an established agenda. Reflection questions are provided to assist educators in preparing for the post-observation conference, as well as the agenda for the post-conference. During the post-conference the educator will discuss his/her reflection on the lesson's effectiveness and student learning, and the evaluator will seek answers to any questions that were identified during the observation. The educator and evaluator will review the collected evidence of the educator's practice together, including student work that provides evidence of how the lesson addresses the identified student needs from the review of student achievement data. Evidence will be aligned the components and elements of the *Framework for Teaching/RIPTS* rubrics by highlighting descriptors from the rubric that best fit the evidence collected. (The educator and evaluator may do this individually, and then compare alignment, or this may be done collaboratively). They will work to reach agreement on the evidence and level of performance to be used in the observation report, with the evaluator having final determination of the level of performance. The evidence and level of performance will be used to discuss areas of strength and areas for future growth.

In addition to the formal, announced observations of an educator's practice, the assessment of a tenured educator's practice will include a minimum of two informal, unannounced observations of practice completed prior to the yearly evaluation completion date.

Following the second post-observation conference and the completion of informal observations the evaluator will prepare a formal, Summative Evaluation Report which will be submitted to the teacher for signature and comments, and filed in accordance with district procedures.

<b>Date</b>	<b>Action</b>	<b>Responsibility</b>
September 30	Notification of Formal Observation Cycle	Evaluator
October 15	Meet to Review SMART Goals and processes	Evaluator Educator
January 15	Completion of first Formal Observation Cycle	Evaluator Educator
May 1	Completion of second Formal Observation Cycle	Evaluator Educator
May 1	Completion of Informal Observations	Evaluator
May 15	Completion of Summative Evaluation	Evaluator
May 15	Completion of SMART Goals and E-portfolio	Evaluator Educator

***Observation timelines for tenured professional staff***

NOTE: the observation cycle as explained does not prohibit evaluators from conducting informal observations at any time throughout the three year evaluation cycle.

## **Pre-observation Conference Agenda**

**Educator's Name:** \_\_\_\_\_ **Grade Level/Subject Taught:** \_\_\_\_\_  
**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### **Agenda and Meeting Notes**

#### **Instructional Outcomes**

What instructional objectives and learning outcomes are the focus of this lesson?

- Which GLEs & GSEs will be addressed? (Planning and Preparation, 1c)

How has student achievement data informed your instruction, and how does this lesson specifically address the needs identified from a review of the data? (1c, 1f)

What do you want students to learn? (Planning and Preparation, 1c)

How will they demonstrate what they have learned?

- Demonstrate attainment of the GLE / GSE? (Planning and Preparation, 1f)

How does the lesson fit into a sequence of learning? (pre-requisite / post requisite requirements) (Planning and preparation 1c)

How do you plan to engage students in the content? What will you do? What will the students do? (1c, 3c)

What accommodations will be made to address specific student needs? How will you differentiate instruction?

What assessments will be used? (Planning and Preparation, 1f)

How will you use the results of assessment to adjust instruction? (1f)



How will you expect the instructional adjustments you make improve student learning?  
(1f)

**Schedule date / time for the class observation**

Observation date: \_\_\_\_\_ Time: \_\_\_\_\_

**Designing Coherent Instruction (1e)– Review of the Lesson Plan**

Discussion: Lesson to be observed (1a: knowledge of Content/Pedagogy; 1c: Setting Instructional Outcomes; 1e: Designing Coherent Instruction; 1f: Designing Student Assessments)

- *General discussion of curriculum unit & lesson to be observed.*
- *Standards being addressed, instructional goals, methods to be employed, assessment methods*
- *Review of the lesson plan, learning activities, materials and resources, assessments, other information.*

**Observing Professional Practice in Domain 4.**

Review the components in Domain 4 of the FfT, Professional Responsibilities.

Identify opportunities for formal observation of practice in Domain 4

- Grade level team meetings
- Critical Friends Group meetings
- Professional Development involvement / leadership
- Communication with colleagues
- Coaching / Mentoring of colleagues

Domain 4 observation(s): \_\_\_\_\_ Date(s) \_\_\_\_\_

Domain 4 evidence will be gathered and assessed using the FfT Descriptors of Practice as used for domains 1, 2, & 3.

*Informal observations of practice in Domain 4 are ongoing.*

## Post-observation Conference

Educator's Name: \_\_\_\_\_ Grade Level/Subject Taught: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

### Agenda and Meeting Notes

Review / discuss reflection questions (4a: Reflecting on Teaching; RIPTS 10)

- *Teacher will have the reflection form and evidence to review prior to the conference*
- *Lesson plans and lesson artifacts (materials, assessments, etc.) may be presented by the educator*

Discuss evidence that shows how the students were cognitively engaged in the work. What level of engagement is suggested from the analysis of the evidence? (3b: Questioning and Discussion Techniques, 3c: Engaging Students in Learning, 3d: Assessing Student Learning; RIPTS standard 5)

Discuss steps taken by the teacher to ensure that all students, including students of color, special need students, low SES, ELL or other students identified in lower achievement groups or exceptional students, were engaged in the lesson. (3b: Questioning, 3c: Engaging Students in Learning, 3d: Assessing Student Learning; RIPTS 5 & 9)

How do you anticipate your students' achievement data to be impacted as a result of your lesson? (1f: Designing Student Assessments; 3d: Using Assessment in Instruction; RIPTS 9)

Review / discuss evidence collected in the lesson and collaboratively identify levels of performance for the observed lesson.

Review / discuss areas for growth and any applicable recommendations (This may be in reference to the SMART Goals) (4e: Growing and Developing Professionally; RIPTS 10)

#### *Discussion*

- *What strategies might help the educator achieve his/her goals?*
- *What strengths were observed in the lesson that present opportunities for additional growth?*
- *What resources or supports would help students achieve or support the teacher's work?*

Other:

DRAFT

## Reflection Questions (for educator)

Educator Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

***Educator should complete reflection questions prior to the post-observation conference.***

As you reflect on the lesson, were the students cognitively engaged in the work? How do you know? (4a: Reflecting on Teaching; 3c: Engaging Students in Learning; RIPTS 5 & 10)

How did you ensure that all students, including culturally and linguistically diverse students, students with special needs, low SES, ELL or other students identified in lower achievement groups or exceptional students, were engaged in the lesson? (4a: Reflecting on Teaching; 3c: Engaging Students in Learning; RIPTS 5 & 10)

Did the students learn what you expected them to learn? How do you know? If you do not know at this point, when will you know, and what will be evidence of their learning? (1c: Selecting Instructional Goals; 1f: Designing Student Assessments; RIPTS 6 & 9)

How did the instructional strategies you chose support student learning? How do you know? (1e: Designing Coherent Instruction; RIPTS 2, 3, 4, 5, 6)

What have you done to promote a culture for learning in your classroom? (2b: Culture for Learning; RIPTS 6)

Did you alter your lesson plan or adjust your outcomes as you taught the lesson? If so how, and for what reason? (3d: Using Assessment in Instruction; 3e: Demonstrating Flexibility & Responsiveness; RIPTS 10)

If you had the opportunity to teach this lesson again to the same group of students, what would you do differently? (4a: Reflecting on Teaching; RIPTS 10)

Are there other thoughts or evidence related to the lesson that you would like to share?

### Lesson Planning Template

Educator name \_\_\_\_\_ Grade Level \_\_\_\_\_  
Class to be observed \_\_\_\_\_ Date / Time of observation \_\_\_\_\_

Describe any unique characteristics of the class, and the students in the class, to be observed. (1b: Knowledge of students)

Consider the following:

- *Unique class or student characteristics / demographics*
- *Special needs consideration / class accommodations / ELL*
- *Any special considerations / information that an observer should know about*
- *Resources used in the class (school support personnel, community resources, etc.)*

State your instructional goals and objectives for this lesson. (1c: Selecting instructional outcomes). What do you expect students to learn, and how will they demonstrate their learning? Consider how your selected goals and plan will engage students cognitively and build understanding.

Outline [provide an outline] your instructional plan. (1e: Designing coherent instruction) How will you facilitate learning that engages the students cognitively throughout the lesson? What activities are designed? What instructional strategies are employed?

Describe your use of instructional groups to facilitate learning. (1e: Designing coherent instruction)

Materials / resources you will use in this lesson. (1e: Designing coherent instruction)

Assessment for and of learning. (1f: Designing assessments of learning) How will you assess student learning throughout the lesson (formative)? Describe any summative assessments to be used if applicable.

## Observation Summary

Educator's name \_\_\_\_\_ School \_\_\_\_\_

Evaluator's name \_\_\_\_\_ Date \_\_\_\_\_

Educator status (check one): Tenured \_\_\_\_\_ Non-Tenured \_\_\_\_\_

Check one: First Observation \_\_\_\_\_ Second Observation \_\_\_\_\_ Domain 4 Observation \_\_\_\_\_

---

### Summary of Observation - Assessment of Teaching Practice (Observations)

Date of observation: \_\_\_\_\_

Attach Evidence and Artifacts from the observation (e.g. lesson plans, materials, student work, other evidence presented by the teacher or gathered as part of the observation).

#### Overall assessment of practice:

Domain	IE	ME	E	HE
1: Planning / Preparation				
2: Environment				
3: Instruction				
4: Professional Responsibilities				

Areas of Strength:

Areas for Growth:

## Summative Evaluation for Application In Instruction Year

Educator's name \_\_\_\_\_ School \_\_\_\_\_

Evaluator's name \_\_\_\_\_ Date \_\_\_\_\_

Educator status (check one): Tenured \_\_\_\_\_ Non-Tenured \_\_\_\_\_

Evaluation(s): Observation \_\_\_\_\_ SMART Goals \_\_\_\_\_ Student Achievement \_\_\_\_\_

---

### 1. Observations - Assessment of Teaching Practice

Date of first observation: \_\_\_\_\_

Date of second observation: \_\_\_\_\_

Date(s) of Domain 4 Observation(s) \_\_\_\_\_

Overall assessment of practice:

Domain	IE	ME	E	HE
1: Planning / Preparation				
2: Environment				
3: Instruction				
4: Professional Responsibilities				

Areas of Strength:

Areas for Growth:

---

### 2. Professional Growth – Assessment of E-Portfolio and Attainment of SMART Goals

Review and **attach** SMART goal(s), e-portfolio, teacher reflection(s) and Domain 4 Component 4e and 4G rubrics.

Overall assessment of e-portfolio:

Domain 4, Component 4e & 4g	IE	ME	E	HE
4e: Growing Professionally				
4g: Professional Development Goals				

Areas of Strength:

---

**Areas for Growth:**

---

**3. Student Achievement – Assessment of Student Achievement Data, Impact of Instruction on Student Learning**

*This section will be completed with information from RIDE describing how multiple measures will be incorporated into the overall assessment of teaching practice.*

---

Educator signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator signature \_\_\_\_\_ Date \_\_\_\_\_

**This summative evaluation will be filed in accordance to district policy with the following attachments:**

- Descriptors of practice, summaries for Observation 1 and 2
- Descriptors of practice, summaries for Domain 4 observations
- Descriptors of practice, summaries of Domain 4, component 4g
- Teacher reflections
- Educator Goal Statements
- Educator Goal Progress / Reflection
- Yearly Summative Evaluation
- Student achievement data as required by RIDE



## **Appendix B**

### **SMART GOALS**

#### **Procedures and forms for the development of yearly SMART Goals**

**Years 1, 2, & 3**

DRAFT

## Procedures for the Development and Attainment of yearly SMART Goals

### Responsibilities and Timelines

<b>EDUCATOR RESPONSIBILITY</b>	<b>Date completed</b>	<b>EVALUATOR RESPONSIBILITY</b>	<b>Date completed</b>

# SMART Goals

SMART goals are used in strategic planning by businesses and government and are used in education to help improve student achievement. A SMART goal clarifies exactly what students should learn, the standard of learning expected, and the measures used to determine if students have achieved that standard.

A SMART Goal is as follows:

**Strategic and Specific.** Think of something to that needs to be improved. Make the objective *specific* by asking and answering the five “W” questions:

- Who – Identify who is involved.
- What – What is the desired outcome?
- Where – Identify the location.
- When – Specify the requirements and constraints.
- Why – List specific reasons why this will improve student learning.

**Measurable.** The success toward meeting the goals can be measured in student achievement. It answers the question - How?

- How will attainment of the goal be evidenced?
- How much?
- How often?
- How many?

**Attainable.** An attainable goal represents an objective toward which the professional is willing and able to work. It should push, but not break. These questions need to be asked:

- How will the goal be achieved?
- What are the possible barriers?
- Can the barriers be overcome? How?
- What resources and support are necessary to accomplish the goal?

**Results Oriented / Relevant / Rigorous.**

- What is the benefit of this goal? Why bother?
- Is this the right time to take on this goal?
- Is the goal related specifically to district/building goals?
- What must be achieved to move students from point A to point B?
- Does the goal represent *substantial* progress?
- Does the goal measure actual results?

**Time Bound.** Establish a time line for the goal. Make sure the time line is measurable and realistic.

## **Procedures for the development of SMART Goals**

### **Step One: Completing a Self-Assessment of Practice**

The first step in the development of SMART Goals is the completion of a self-assessment of practice using the criteria in the *Framework for Teaching* (FFT) (Danielson, 2007). Tenured and non-tenured educators will review the criteria of the FFT, and self-assess their practice using evidence to support their assessment. The supporting evidence will help to determine areas of strength and areas for growth.

Non-tenured educators will be supported in this process by their mentors, coaches, and evaluators. While they complete their self-assessment and develop their SMART goals, they will meet with their evaluator during the first observation cycle. The evaluator will share observation evidence with the probationary educator to assist the teacher with goal development.

### **Step Two: Analysis of Assessment Evidence and Student Achievement Data**

After completing a self-assessment of practice, educators should analyze their self-assessment against formal observation evidence, as well as feedback from peers, students, and/or parents. Additionally, student achievement data, and school and district-wide goals for student achievement must be included in the analysis to determine precise goals for improved teaching and learning.

### **Step Three: Developing SMART Goals for Improvement**

After the educator completes the self-assessment of practice and review of observation and student data, s/he will develop no more than three SMART goals for professional growth. The SMART goals will be aligned with the FFT indicating the domain, component, and element on which the educator's professional development and growth will focus.

### **Step Four: Developing a Plan of Action to Achieve the SMART Goal**

Once SMART goals are developed, the educator will develop a plan of action to achieve the SMART goal, including methods to measure progress. The educator will describe how instructional practice will be changed or enhanced to increase student learning. The educator should be specific as to the instructional strategies that will be observed to analyze the degree of success and plan for revised implementation. The educator must also include a minimum of two points in time to assess student learning. Mentors, coaches, and evaluators will assist non-tenured educators in this process. Once the plan is completed, the educator will meet with the evaluator to discuss and approve the plan.

### **Step Five: Implementing the Plan of Action and Documenting Progress through an E-Portfolio**

Once the plan is approved, the educator will work to complete the SMART goals, measure progress at a minimum of two points throughout the year, use feedback from various sources, and complete a year-end reflection of the plan. Evidence to support progress of both teacher growth and student growth will be documented in the E-Portfolio. The e-portfolio will be evaluated at the end of the school year using the rubric for component 4g of the Framework for Teaching and recorded on the Summative Evaluation form for the appropriate evaluation year.

## EXAMPLES OF SMART GOALS

### **Not a SMART Goal**

Students will improve their writing skills in English 9

### **SMART Goal**

All English 9 students will improve their score on the writing standards rubric by at least one performance level by the end of the second term.

### **Not a SMART Goal**

Communicate better with parents

### **SMART Goal**

Produce a weekly electronic newsletter, with student input, to reach 90% of the parents.

### **Not a SMART Goal**

Improve student scores in mathematics

### **SMART Goal**

Improve students' understanding of geometry as measured by pre and post tests for each unit and the NWEA assessments [given twice during the school year].

### **Not a SMART Goal**

Improve student attendance

### **SMART Goal**

Through the use of Choice Theory as a counseling approach, reduce absenteeism and improve academic performance for ten chronically absent students as measured quarterly through attendance records, classroom assessments, and feedback from classroom teachers.

**EXAMPLE of an Action Plan for a SMART Goal (Step 4)**  
Professional Responsibilities Year

**SMART Goal:**

By May 2011, all students will improve their writing by at least one level of performance in the areas of Ideas, Organization, and Voice as measured through the use of the 6-Traits Writing Rubric

**Timeline:**

Summer 2010	Attend week-long institute on 6-Traits writing instruction
September 2010	Conduct pre-assessment of student writing Begin implementation of 6-Traits writing instruction
September 2010- June 2011	Monthly meetings with 6-Traits study group
October 2010	Classroom observation, consultation, and feedback from 6-Traits coach Adjust instruction
January 2011	Analyze student writing in Critical Friends group Implement suggestions
March 2011	Classroom observation, consultation, and feedback from 6-Traits coach Adjust instruction
April 2011	Analyze student work in Critical Friends group Implement suggestions
May 2011	Student writing assessment Analysis and review of student writing portfolio Reflect on attainment of SMART Goal Complete E-portfolio
June 2011	Use feedback from evaluation to plan SMART Goal for 2011-2012
August 2011	Attend follow-up training on 6-Traits Instruction

## Educator SMART Goal Statement

Educator: \_\_\_\_\_ School \_\_\_\_\_ Grade / Subject \_\_\_\_\_

SMART Goal # \_\_\_\_\_ of \_\_\_\_\_ (Educators should identify 1-3 SMART goals per year)

Type of SMART Goal: District \_\_\_\_\_ Building \_\_\_\_\_ Personal \_\_\_\_\_

Length of SMART Goal: One year \_\_\_\_\_ Two year \_\_\_\_\_ Three year \_\_\_\_\_

Documentation: E-portfolio \_\_\_\_\_ Clock hours / transcript \_\_\_\_\_ Combination \_\_\_\_\_

---

**Identify the SMART Goal: What is the area of improvement to be addressed?**

**Domain \_\_\_\_\_ Component \_\_\_\_\_**

(Who, what, where, when? What data supports the need for this improvement?)

**Identify expected student results.** What are the desired results to improve student achievement, and how will these results be measured? (minimum of two points in time)

**Identify expected professional growth:** How will this goal improve professional understanding, knowledge, and skills / pedagogy? How will the growth be measured / assessed? Use the FFT when possible.

**Identify the specific instructional strategies or techniques that you will implement to improve student learning.** How will you measure if the strategies or techniques are effective? How will student data support your measurement?

**What steps will be employed to achieve the SMART goal?** (examples: conferences, workshops, peer observations, student assessments, collaborative work, action research, book studies, etc)

**Timeline for the steps / strategies:**

*Year 1:*

*Year 2:*

*Year 3:*

**Resources / support necessary to accomplish the SMART goal:**

**Evidence that will be provided to indicate the SMART goal has been attained: (using evidence from a minimum of two points in time)**

---

**This SMART goal has been adequately identified and accepted:**

Educator's signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's signature \_\_\_\_\_ Date \_\_\_\_\_

## Educator SMART Goal Progress / Reflection

*A reflection is to be completed for each SMART goal prior to the annual summative evaluation meeting. Reflection on the progress of the SMART goal will be discussed with the evaluator and included with the final evaluation documents.*

Educator \_\_\_\_\_ Date of SMART Goal Review Meeting \_\_\_\_\_

SMART Goal Statement \_\_\_\_\_

SMART Goal # \_\_\_\_\_ of \_\_\_\_\_ Length of goal: 1 year \_\_\_\_\_ 2 year \_\_\_\_\_ 3 year \_\_\_\_\_

Reflection Year # \_\_\_\_\_

### Guiding Questions for Reflection

Describe the progress made during the year including professional development activities.

What new skills/ knowledge did you gain by the steps / strategies you initiated this year?

How did these steps / strategies cause you to change your beliefs about the areas being addressed?  
Describe the changes.

What evidence have you gathered to document progress toward achieving your SMART goal?

What barriers did you encounter? How did you respond or overcome the barriers?

How will your plan be revised for year 2 (if applicable)?

How has your professional learning impacted student achievement?

\_\_\_\_\_  
Educator's signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_



## **Summative Evaluation for Planning Student Impact & Professional Responsibility Years**

Educator's name \_\_\_\_\_ School \_\_\_\_\_

Evaluator's name \_\_\_\_\_ Date \_\_\_\_\_

Educator status (check one): Tenured \_\_\_\_\_ Non-Tenured \_\_\_\_\_

Evaluation(s): SMART Goals \_\_\_\_\_ Student Achievement \_\_\_\_\_

---

### **1. Professional Growth – Assessment of E-portfolio and Attainment of SMART Goals**

Review and **attach** SMART goal(s), E-portfolio, teacher reflection(s) and Domain 4 Component 4e and 4G rubrics.

**Overall assessment of E-portfolio:**

<b>Domain 4, Component 4e &amp; 4g</b>	<b>IE</b>	<b>ME</b>	<b>E</b>	<b>HE</b>
<b>4e: Growing Professionally</b>				
<b>4g: Professional Development Goals</b>				

**Areas of Strength:**

**Areas for Growth:**

---

### **2. Student Achievement – Assessment of Student Achievement Data, Impact of Instruction on Student Learning**

*This section will be completed with information from RIDE describing how multiple measures will be incorporated into the overall assessment of teaching practice.*

---

Educator signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator signature \_\_\_\_\_ Date \_\_\_\_\_

**This summative evaluation will be filed in accordance to district policy with the following attachments:**

- Descriptors of practice, summaries for Domain 4 observations (optional)
- Descriptors of practice, summaries of Domain 4, component 4g
- Teacher reflections
- Educator Goal Statements
- Educator Goal Progress / Reflection
- Yearly Summative Evaluation
- Student achievement data as required by RIDE

## **Appendix C**

### **Procedures for Intensive Assistance and Supervision**

DRAFT

## **Procedures for Intensive Assistance and Supervision**

Supervising administrators have the responsibility to evaluate educators' practice, and to initiate more intensive and frequent observations of an educator's practice at any time when warranted. The administrator has an obligation to investigate and respond to any concern, and when necessary may observe practice, announce or unannounced, to investigate concerns or to initiate more intensive supervision. A supervising administrator may, at any time during the three year evaluation cycle, place an educator on a plan for intensive assistance and supervision. These procedures are implemented only when the actions and behaviors, while serious, do not warrant immediate dismissal.

When placed on a plan for Intensive Assistance and Supervision, district negotiated agreements provide supervising administrators with the responsibility of providing intensive supervision and intervention to educators whose practice has been identified as ineffective. Any tenured or non-tenured educator whose practice is evaluated as found ineffective in any *Framework for Teaching* component and the corresponding RIPTS will be placed on an intensive assistance and assistance plan. The plan will specify what the educator must do to improve practice immediately, timelines to meet improvement goals, and how improvements in practice will be monitored and evaluated. Educators will remain in this supervised cycle until practice and performance is assessed to be at the targeted level of improvement.

Professional educators placed on an intensive assistance plan by the evaluator will follow all requirements to comply with the respective negotiated agreements between the district and individual teacher unions.

### **Language about due process and just cause [from AFT]**

#### **Placement on a plan for Intensive Assistance and Supervision**

- The educator is placed on an intensive assistance and supervision plan as a result of his/her practice being evaluated as ineffective in any component of the FfT, or
- The educator is placed on an intensive assistance and supervision plan as a result of inappropriate, unprofessional, or unethical actions, behaviors, or practice.

Placement on an intensive assistance and supervision plan may be the result of an investigation.

#### **Steps of the Intensive Assistance and Supervision plan**

- Educator is placed on an intensive assistance and supervision plan by his/her supervising administrator
- The supervising administrator reviews the areas of concern (domains and components of the FfT) or investigation findings.
- The supervising administrator establishes specific timelines at which time the educator's practice must meet targeted levels of performance
- The educator provides the supervising administrator with specific details about how his/her practice will change to meet the targeted levels of performance

- The supervising administrator will develop, as appropriate, processes to support growth in practice; e.g. coaching, mentoring, direct supervision, and other professional development or interventions
  - The educator will be obligated to engage in any intervention. Failure to do so will be considered insubordination.
- The supervising administrator will establish and adhere to specific observation schedules to assess the degree to which practice has improved to meet the targeted levels of performance
  - The supervising administrator is allowed to complete informal observations of practice as frequently as needed to ensure that the educator has internalized the desired improvements in instruction.
- The supervising administrator will complete summative evaluations at established decision points in the process. Continued evaluations of practice at the ineffective level of performance will justify grounds for termination.

NOTE: INCLUDE THE FOLLOWING

- From AFT – due process clause / language
- Required forms / processes
- Summative evaluation forms

**Operational Definitions / Glossary**

**Sources of Evidence**

DRAFT

## Operational Definitions / Glossary

***Enhancing Professional Practice: A Framework for Teaching*** – Text written by Charlotte Danielson. This book contains the standards-based criteria on which the evaluation model is based. Cited in the evaluation model as the *Framework for Teaching*. Published by ASCD, 2007.

- **Descriptors of Practice** - Descriptions of professional practice for each domain of the FFT, which includes levels of performance on a continuum from ineffective to highly effective.
- **Domains** - the four domains of the FFT; Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.
- **Components** - criteria within the domains, which identify professional practices within a specific domain of the FFT.
- **Elements** - criteria within the components that provide isolated characteristics of teaching within a specific component with descriptors of practice.

**Effective/Highly Effective Performance** - The FFT has two priorities, cognitive engagement and constructivist learning, that must be evidenced for the teaching practice to be rated as effective or highly effective. In an effective or highly effective classroom the “learning is done by the learner,” students are doing the work, and educators are planning and facilitating processes that provide students with multiple opportunities to construct knowledge and engage in complex cognitive and meta-cognitive processes.

Cognitive engagement is defined as higher level thinking; synthesizing, analyzing, evaluating, creating, and building knowledge.

- To be rated as effective or highly effective there must be a preponderance of evidence that students are cognitively engaged, that they demonstrate deep thinking about a subject / topic beyond fact recall and memorization. Typical, such engaging lessons are inquiry based, require problem solving, presentation of work, self / peer assessment of learning, and reflective practice.
- All components of an educator’s practice are assessed against this measure of effectiveness, for example:
  - Planning ensures that learning activities are designed to increase cognition and to provide students with opportunities to construct learning.
  - Assessment design helps educators assess where students are in their learning (formative) and engages students in self and peer assessment
  - Grouping promotes differentiation and increased cognitive engagement for students at all levels
  - The use of materials is carefully planned to ensure its support of increased cognition
- To assess engagement in Domain 3, the observer MUST have evidence of student actions, quotes, work / products, discussions, group work, etc that when interpreted, shows the degree to which students are cognitively engaged, and that they are using meta-cognitive processes to increase learning and retention.
  - Time on task, or compliance does not represent engagement.

At the **highly effective** level there is a preponderance of evidence showing that students are thinking, using higher order skills. Further, students create questions, promote and provoke deep discussion, take responsibility for peer involvement in the discussion and questions. Activities and assignments facilitate student thinking. There is evidence of student ownership and responsibility for the lesson, multiple opportunities for in depth problem solving and content application. Assessment is primarily formative requiring students to self /peer assess, and pushes students to revise / correct work to result in more in depth learning and correction of misunderstandings.

**Evidence** – Evidence observed, collected or provided which can be used to determine the level of performance on the descriptors of practice. Evidence is objective, free of opinion or bias, and consists of actions and statements of teachers and students, observable features of the classroom, quantifiable data (e.g. amount of time spent during a lesson warm-up, number of students with raised hands, etc), and artifacts representing an educator's practice (e.g. lesson plan, instructional materials, student work, etc).

**E-portfolio** – Documentation collected and organized by the educator to support professional growth and student achievement as it applies to the specific SMART Goals developed by the educator and his/her supervising administrator. The E-portfolio will be evaluated annually.

**Formal Observation Cycle** – One complete cycle of the observation process, consisting of two observation cycles followed by an evaluation report signed by the educator and evaluator. Each observation cycle consists of a pre-observation conference, observation, and post-observation/reflection conference.

## **Forms**

- **Evaluator Forms**

- **Descriptors of Practice (Element Level Rubrics)** Observation evidence forms – The Descriptors of Practice (two forms at the Component Level and Element Level) are used for observation / evidence gathering by evaluators to observe practice, collect evidence and interpret educator levels of performance.
- **Pre-Observation Conference Agenda (form)** – An evaluator agenda and form used to record and document discussion held during the pre-observation conference.
- **Post-Observation Conference Agenda (form)** - An evaluator agenda and form used to record and document discussion held during the post-observation/reflection conference.
- **Summative Evaluation Conference Notes (form)** - An evaluator agenda and form used to record and document discussions held during the summative evaluation conference.
- **Evaluation Master Report** –Form on which the evaluator summarizes all components of the observation cycle.

- **Educator Forms**



- **Goal Setting Procedures** - Procedures to guide educators in the development of professional growth SMART goals.
- **Professional Growth Plan (form)** - Educators document their SMART goals and measurement criteria on this form, which is reviewed with the evaluator during the observation conferences.
- **Professional Growth Plan Summary Report (form)** – Educator form used to summarize how they attained the SMART goals.
- **Descriptors of Practice (Element Level)** - The Descriptors of Practice (Element Level) will be used by the educator for self-assessment prior to developing SMART goals.
- **Lesson Plan Template (form)** - Form used by educators to provide information about the lesson that will be observed in any of the formal observations (first and second formal observations). Schools may provide their own lesson planning form for this purpose.
- **Reflection on the Lesson (form)** - Used by educators after the formal observations to prepare for and share with the evaluator during the post-observation conference, and to document evidence of reflective practice.

**Formal Observation** – Pre-scheduled observations of an educator’s practice, including pre-observation and post-observation conferences, and at least 30 minutes in length per formal observation

**Formative Assessment** – The process of assessing and providing feedback to promote personal reflection, improve professional practice, and to facilitate goal setting for the purpose of professional growth,

**Non-tenured educators**—Educators who have not yet attained tenured status. Non-tenured educators usually remain on probationary status for a period of four years.

**Pre-Observation Conference** – A conference with the educator and evaluator prior to any formal observation for the purpose of reviewing information regarding the lesson to be observed.

**Post-Observation/Reflection Conference** – A conference with the educator and evaluator after each formal observation for the purpose of providing feedback to the teacher and gathering additional information as necessary.

**Reflection** – The thoughtful analysis of the various aspects of teaching, with subsequent ideas on how to further improve professional practice. An educator’s written reflection should be specific to his/her SMART goals and considered against the criteria from the *Framework for Teaching*.

**Roles and Responsibilities** – Educator and evaluator responsibilities in the observation, supervision and evaluation process.

**Rubric** – A scoring guide that includes criteria and performance descriptors at different levels. Rubrics based on the *Framework for Teaching* will be used to assess attainment of

SMART goals, and to assess classroom performance during formal and informal observations.

**Self- Assessment** – A comprehensive assessment of practice completed by the educator which assesses the educator’s level of practice as described by the criteria of the *Framework for Teaching*. The educator will use the observation evidence form to complete the self-assessment.

**SMART Goals** – Improvement goals for each evaluation cycle developed by the educator and approved by the evaluator. SMART Goals contain the actions the educator will take to attain the goals, and the processes used to measure attainment of the goals.

**Summative Evaluation** – Summative Evaluation forms coincide with each area of focus in the model, as follows:

Planning for Student Impact

A document completed by the evaluator to record the score of the educator’s E-portfolio documenting professional growth in Domain 1 of the FfT and attainment of SMART Goals. The summative evaluation will be written at the conclusion of the Planning for Student Impact cycle for both tenured and non-tenured educators.

Application in Instruction

A document written by the evaluator that includes a description of performance based on the criteria from the *Framework for Teaching* and a summary of professional growth and development as evidenced by progress towards, or attainment of established SMART goals. The summative evaluation will be written at the conclusion of the formal observation cycle for both non-tenured and tenured educators.

Professional Responsibilities

A document completed by the evaluator to record the score of the educator’s E-portfolio documenting professional growth in Domain 4 of the FfT and attainment of SMART Goals. The summative evaluation will be written at the conclusion of the Planning for Student Impact cycle for both tenured and non-tenured educators.

**Tenured Teacher** – Any educator holding a Professional Educator license and granted tenured status.

## Sources of Evidence

Provided is a list of possible sources of evidence. The list is not designed to be all-inclusive but rather to serve as suggestions for documenting professional growth and student achievement in the E-portfolio.

- Self-Assessment of Practice on each Domain of the FfT
- Written reflection
- Samples of student work
- Projects, papers, etc from courses and seminars
- Application of new methods and/or materials exhibited through lesson plans, instructional materials, video or audio tapes of the lesson, observation notes from colleagues, supervisor, mentor, consultant, etc.
- Peer observer provides oral and written feedback directly to the teacher
- Teacher use of feedback for reflection upon the SMART goals.
- Action Research
- Curriculum re-design, implementation
- Classroom instructional strategies (use of graphic organizers, Socratic seminar, etc.)
- Professional Courses and Study
- Participating in formative study group (book talk, research group, team)
- Results of standardized assessments
- Results of classroom assessments (formative and/or summative)
- Examples of students' projects, papers, daily work
- Student portfolios
- Videotapes of students' presentations or activities
- Skill inventories or checklists
- Records of student growth over time on targeted skills/concepts
- Anecdotal notes
- Lesson plans
- Teacher-generated assessments (formative and summative, e.g. rubrics, performance tasks, etc)
- Parent contact log
- Reflective journal
- Discipline data
- Attendance data
- Health records/visits to the nurse
- Other...

## Appendix E

### Descriptors of Practice

#### *The Framework for Teaching*

DRAFT

### Crosswalk Between The RIPTS and The FFT

<b>RIPTS</b>	<b>FFT</b>
S1: Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live	D1a: Knowledge of Content and Pedagogy; D1b: Knowledge of Students; D1c: Setting Instructional Outcomes D4e: Growing and Developing Professionally
S2: Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach	D1a: Knowledge of Content and Pedagogy; D1b: Knowledge of Students; D1c: Setting Instructional Outcomes D1d: Knowledge of Resources D1e: Designing Coherent Instruction
S3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.	D1a: Knowledge of Content and Pedagogy; D1b: Knowledge of Students; D1c: Setting Instructional Outcomes D1d: Knowledge of Resources D1e: Designing Coherent Instruction D2b: Establishing a Culture for Learning
S4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.	D1a: Knowledge of Content and Pedagogy; D1b: Knowledge of Students; D1c: Setting Instructional Outcomes D1d: Knowledge of Resources D1e: Designing Coherent Instruction D2b: Establishing a Culture for Learning D2e: Organizing Physical Space D3e: Flexibility and Responsiveness
S5: Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills, and literacy across the content areas.	D1a: Knowledge of Content and Pedagogy; D1b: Knowledge of Students; D1c: Setting Instructional Outcomes D1d: Knowledge of Resources D1e: Designing Coherent Instruction D2a: Respect and Rapport D2b: Establishing a Culture for Learning D3b: Questioning and Discussion Techniques D3c: Engaging Students in Learning D3d: Assessment During Instruction
S6: Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning and self-motivation	D2a: Respect and Rapport D2b: Culture for Learning D2c: Classroom Procedures D2d: Managing Student Behavior
S7: Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning, and student achievement	D4c: Communicating with Families D4d: Participating in a Professional Community D4f: Showing Professionalism
S8: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.	D2b: Culture for Learning D3a: Communicating with Students

S9: Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction.	D1f: Designing Student Assessments D2b: Culture for Learning D3d: Assessment In Instruction D4b: Maintaining Accurate Records
S10. Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.	D4a: Reflection on Teaching D4e: Growing and Developing Professionally
S11: Teachers maintain professional standards guided by legal and ethical principles	D4f: Showing Professionalism